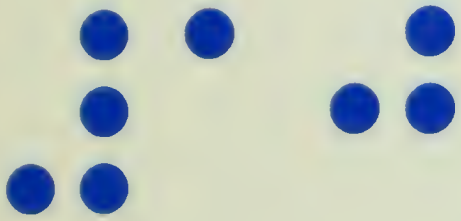
The Western Pennsylvania School For Blind Children

1977 Annual Report



About the cover:

The circles on the front cover represent the Braille number sign, one and zero, to symbolically mark the beginning of the TENTH DECADE of service by The Western Pennsylvania School for Blind Children

President's Message

As the Western Pennsylvania School for Blind Children enters its Tenth Decade we are mindful of the historical challenges to the School and are dedicated to meeting the present challenges in the same spirit and resourcefulness as the founders 90 years ago. The School's influential role in the history of the education and rehabilitation of the blind is due to its ability to adapt to change and its desire to constantly do more for children and do it better. Like any other school, it has evolved with the times. Indeed, it has reflected the times. Until recently the changes in programs and curricula have been gradual and evolutionary. In the past decade, however, the School has been transformed dramatically. Ten years ago we prepared the majority of our students for college or vocations. Now this type of student is in the minority due to the influx of multiple handicapped students whose education must take into account many types of disabilities. This has resulted in

many changes in curricula, expansion of facilities and services and an unprecedented commitment of our talents and assets in order to assure the best possible programming for two very different groups of youngsters.

Special schools such as ours are like nothing else encountered in business or industry. They may be private corporations, but they are also public service institutions. Their costs per student served are immense; their doors are never shut. And it is no secret that both federal and State laws enacted in the past few years make new and costly demands on all who provide educational programs to the handicapped. Caught between inadequate federal and State appropriations and the dramatic changes in student enrollment resulting in an enormously increased budget, our School faces greater demands than ever before. Because of this, and to prepare for the evolution of programs and services in the future, the Board launched an intensive, long-range planning study last year. Great efforts have been made by outside professional counsel in forecasting the student population, reviewing recently enacted legislation which governs special education and studying educational and rehabilitational programs of the School and other similar organizations. A final report, due mid-December 1977, will recommend possible changes in programs and facilities and, perhaps, changes in the role of the School in relation to other institutions serving handicapped children in western Pennsylvania.

Great as the achievements of the past 90 years may have been, the evolution of the School's role as it approaches a century of service will demand even greater progress and full use of our abilities, energies and resources. To our Board of Directors, the dedicated staff and many volunteers who serve the children and those who make that service possible through their generous support — to all who have translated skill and purpose into brighter futures for our youngsters and to all who will do so in the future — I express my deepest gratitude. With honor for the accomplishments of the past and credit to the present the Western Pennsylvania School for Blind Children moves ahead into a new and challenging era of its history — the Tenth Decade.

Respectfully submitted,

Peter Denby

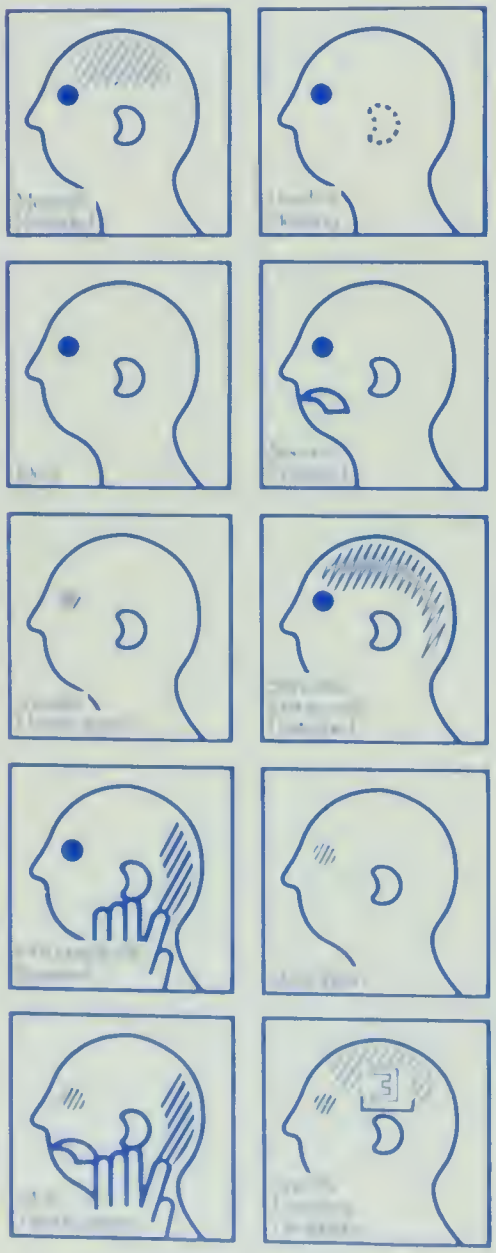
Peter Denby
President, Board of Directors

Superintendent's Report

Ninety years ago, thanks to the conviction of Miss Jane Holmes and a few citizens who believed that blind children had a right to education, the Western Pennsylvania School for Blind Children

was well founded. Down through these 90 years, this School has dedicated itself to helping blind youngsters attain their fullest potentials in life through comprehensive and highly individualized programs. Entering into the Tenth Decade this past year provided us with the opportunity to reconsider past accomplishments and to contemplate new missions. Our marked success over the years, we believe, is a result of our constant attempts to meet the unique needs of each child in order for that child to become as much a part of the sighted community as possible.

As we approach a century of commitment in our special field of caring, this nation, through Congress, has made a full and similar commitment to the education of all handicapped children. The recent enactment of Public Law 94-142, the Education for All Handicapped Children Act, documents this area of concern as a national priority. The law sets out to make certain that all handicapped children receive "appropriate" special education and related services between the ages of 3 and 21. Monumental in scope, this law is the most significant educational



policy statement written since the beginning of special education in the United States.

The term handicapped in the law refers to persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or children with specific learning disabilities. Implementation of the Act should provide for fuller and richer lives through increased educational opportunities for nearly eight million youngsters with handicaps in the United States today. We welcome changes which call for providing these handicapped children with the "most appropriate" education so that they might be integrated into the community to the greatest extent possible. In addition to assuring basic educational rights to all handicapped children, a major component of the law recognizes that education must take into account the unique needs of each child through specially designed, highly individualized programs. Each child's home school district must present parents of exceptional children with an individualized educational program (IEP) for their child. If dissatisfied with the IEP, parents may request a "due process" hearing to determine the program, placement and services "appropriate" for their child. In this sense, this law becomes a national vehicle whereby

parents have a voice in and are an integral part of the planning process of their child's education.

As we re-evaluate ourselves and our School, we can look back with pride to the fact that we have al-

ways considered each and every child as an individual with many needs to be met and have built individualized programs around those needs. From the earliest days, the School realized that education for our children could not be defined traditionally but rather must address itself to the whole child in an attempt to meet his special needs. Our challenge is to carry this philosophy even further at a time when the student population is growing increasingly more diverse and complex — creating even greater needs. Individualized educational programming is costly, but we believe it is the best approach to helping each child. Our only real concern is that the enormous and costly effort needed to comply with the bureaucratic red tape built into implementing the law might result in a reduction of direct, vital services to the children it is designed to serve.

We are encouraged by recent efforts on the State's part for setting up mechanics by which the School and the State can work together to solve the complex problems resulting from P.L. 94-142 as it relates to the admission of students, curriculum development and program evaluation. However, the massive commitments of the Act call for massive funding, and finding the dollars needed for these mandated services is a major problem.

Pennsylvania Act 144, which was signed by the Governor in December of 1975, had for one of its purposes the funding of programs for our multiple handicapped blind children. However, as of this writing, the mechanics for carrying out this legislative purpose of the Act have not been worked out by the Pennsylvania Department of Education. The Department in its summary of its on-site evaluation of the School in March of 1977 made this statement: "That the administration and the Department of Education resolve as promptly as possible the problems of Act 144 so that the complex blind children that the Western Pennsylvania School for Blind Children has been asked to serve are adequately funded. This issue is critical and urgent." When a commitment is made by the State for some kind of reasonable funding for the present and the future, private philanthropy will then be available to explore new areas of service and to construct new facilities adapted to the needs of the complex blind children we are asked to serve.

For the past decade our efforts have been directed largely towards adapting facilities, curriculum and personnel to the highly specialized needs of our changing population. However, our concerns for the "normal" blind child have not lessened and we remain dedicated to maintaining excellence in the School's traditional responsibility to these youngsters.

Much effort was spent during this past year in developing improved evaluation techniques and coordinating staff teaching efforts and methods for achieving individualized educational plans. Our educational directors, Dr. Janet Klineman and Mrs. Janet Simon, will report on the developments and accomplishments in these and other areas.

We commit ourselves to discharging our responsibilities to all

visually handicapped youngsters entrusted to our care. The ability to confront the challenges clearly before us will come from the dedication and talent of our capable staff and the knowledge and courage of our innovative Board of Directors. This, along with the support — and even the affection — of our many friends, will enable us to move ahead with confidence into the most challenging era of our history — the Tenth Decade.

Respectfully submitted,

Alton G. Kloss

Alton G. Kloss, Ed.D.
Superintendent

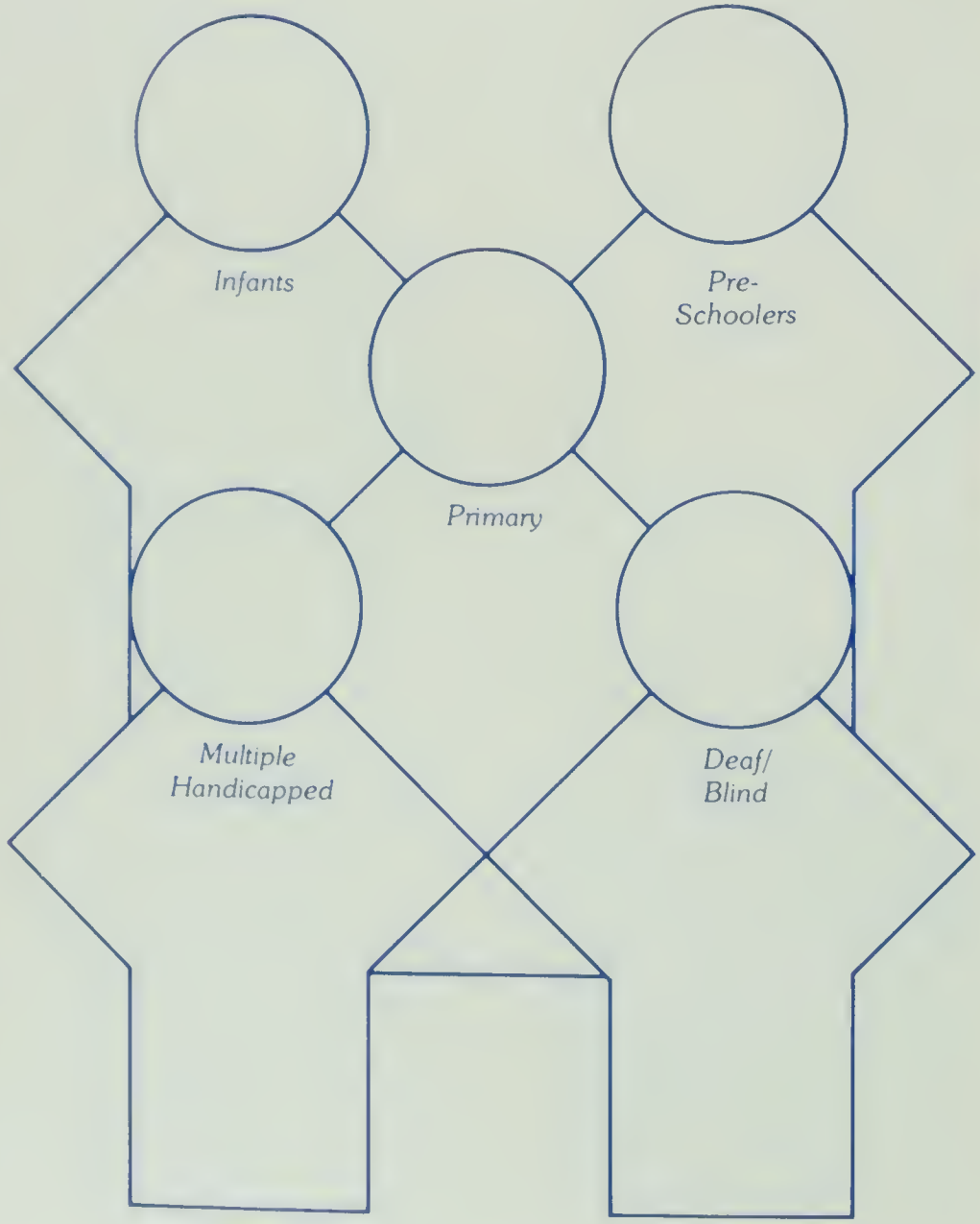
Early Education Programs Educational Director's Report

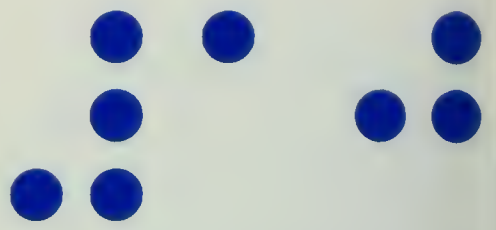
I met a little Elfman once, down
where the lilies blow.
I asked him why he was so small
and why he did not grow.
He slightly frowned, and with
his eyes he looked me
through and through
"I'm quite as big for me," he
said, "as you are big for you."

John Kendrick Bangs

The most significant challenge of the past decade at the Western Pennsylvania School for Blind Children has been that of developing programs to meet the critical needs of young, multiple handicapped children. These special students share the same needs and requirements of all youngsters. In addition, their wide range of disabilities create even greater needs. It is only through highly specialized programs that we can try to maximize any potential we can discover. The focus of all early education programs is to assess and reassess each child's progress in a continued search for abilities. And just as the assessment process is vital for further development of each child's program, so too is a review of the organization and school-year activities. Annual self-evaluation is mandatory if we are to effectively plan programs for the following year.

A review and study of the student population, requests for placements and early intervention requirements for very young visually impaired children in western Pennsylvania indicated the need for additional early education programs, changes in staff organization and better use of space in the Early Education Building. Thus, the Evaluation and Development Center was reorganized to house new and expanded programs for multiple handicapped children who — regardless of their ages — function at preprimary levels of development. The programs included one created for five visually impaired children with little or no speech, who, although severely handicapped, have receptive language and good gross motor skills. The children, aged four to nine, learned basic skills toward semi-independence and the beginning of a gesture and sign system for communicating their needs and feelings to adults.





In response to requests from parents, seven non-ambulatory severely handicapped children were enrolled as day students. Physical therapy to reduce rigidity and oral stimulation to develop biting and

chewing skills were major parts of their programs.

Our Title VI, Public Law 91-230, project for deaf-blind children was refunded for continuation and expansion. The staff's implementation of comprehensive individualized programs for eight residential and three day children included two who lived at Cresson Center and were transported to attend our School as part of the Pennsylvania deinstitutionalization plan.

The importance of early intervention programs for visually impaired babies and preschoolers was further emphasized by our employing an off-campus preschool teacher for a second

exploratory year. After an initial evaluation at WPSBC, 40 visually impaired children were visited in their homes or in preschool programs in their communities. Guidance to parents and program suggestions for teachers and caseworkers were offered. Providing such services throughout western Pennsylvania became an overwhelming undertaking for one teacher as more and more children were identified, many with multiple handicaps. Therefore, in order to develop programs more effectively for infants and preschoolers, we centralized the early intervention programs on our campus and terminated the role of an off-campus preschool teacher. In the coming year, our staff will work closely with the personnel of intermediate units and school districts in western Pennsylvania to make our preschool services available. Parents and young children will be invited to live on campus during evaluation periods.

Teachers, teacher aides, child care workers and houseparents were helped to become more competent in providing learning opportunities for children by the organization of small groups with a professional serving as a team leader of each group. Each team leader was responsible for the implementation of the children's individualized educational programs to provide for consistency from early morning to late at night. In the non-graded primary program, teachers were paired to create units, lessons, and enrichment activities in their ability and talent areas. Meeting with the small groups provided me with communication opportunities relevant to each group's part in the total concept of evaluation and development for young children. Staff meetings also helped me with the planning and presentation of a variety of in-service activities. Generally, in-service for the year was planned with the educational director of the Upper School around the theme of self-evaluation. Information for improvement of instruction was presented to the staff often with guidance from outside consultants such as Rita Reiswig, consultant from the Children's Division of the Pittsburgh Psychoanalytic Center, or from our own expressive arts specialist.

Another vital part of in-service training during the year was helping the staff develop a therapeutic milieu to foster optimal mental health, self-awareness and independence among the children. At weekly staffings, conducted by Dr. William Marchl, child psychiatrist, a child's case study was reviewed to improve his or her program and to help the staff implement the program in a therapeutic manner. Guiding the social-emotional development of young children as

well as their preacademic and academic achievements will be of equal importance in future planning.

All of the children in early education programs were involved in a new optometric program. Dr. Paul Freeman, optometrist, supervised optometric interns from the Pennsylvania College of Optometry, who evaluated the children and made recommendations to maximize their use of residual vision. If feasible, low vision aids were prescribed. Each child's opthalmological report from Dr. David Hiles, School ophthalmologist, was studied and Dr. Hiles was consulted before the optometric information was translated into educational objectives by our resource room teacher. The optometric program tied together the ophthalmologist's medical role and the teacher's educational one to provide children with visual modes for learning whenever possible.

Another coordinated effort for the children's growth and education was the establishment of a motor development team. The team consisted of staff members in the areas of orientation and mobility, physical and occupational therapy, physical education and swimming, optometry and techniques of daily living. It was most rewarding to the children, parents and staff that program recommendations to promote motor development were obtained and consistently integrated into the children's individualized programs at a very early formative stage.

A highlight of the year was the completion of an individual educational program (IEP) for each of the 62 children in on-campus early education programs as mandated by The Education For All Handicapped Children Act, Public Law 94-142. Each individualized educational program reflects the unique characteristics of the child, the comprehensive programming and ancilliary services. Each IEP will be given to Janet Simon, Educational Director of the Upper School, when a child advances to the non-graded intermediate or transitional program. A high level of coordination and continuity exists between the early education and Upper School programs. As consultant to the Title I, Public Law 89-313, Transitional Program, I presented case studies of children at staffings conducted by Mrs. Simon and Dr. Marchl in the Upper School. These youngsters were in the early Title I phases and are now in the young adolescent population.

A close working relationship with the Pennsylvania Department of Education and the School has provided the guidance for developing programs for the increased numbers of multiple handicapped children in western Pennsylvania. This spring the results of an on-site evaluation, conducted by the State Department of Education, indicated areas of excellence in the early education programming and presented recommendations for further improvement.

Each year new equipment and materials have improved instruction. This year the introduction of the Optacon, Voxcom and Systems 80 as tactile and audio/visual aids are noteworthy. Our nursery/kindergarten teacher, was a member of a field testing team for the American Printing House for advancing to primary levels, thereby freeing more space for the increased number of children functioning at preprimary levels in our Evaluation and Development Center on the third floor.

The accomplishments of this past year were fulfilled by a dedicated and hard-working staff. As educational director, I greatly appreciate the talents and efforts of all staff and volunteers who work directly with the children, the encouragement and assistance of Robert Hughes, administrator of the early education programs, and the management of the active Early Education Building operations by our secretaries.

the Blind to evaluate records, a guidebook and activity cards from the *Sing About Me Project* developed for use with young visually handicapped children. The materials will enrich children's language through the presentation of songs and activities of their daily living procedures.

The second floor space was rearranged this past year for more teaching areas. A transitional classroom was organized for children

I optimistically look forward to 1977-78 and the further development of early education programs to help young visually impaired children reach their fullest potential.

Respectfully submitted,

Janet G. Klineman

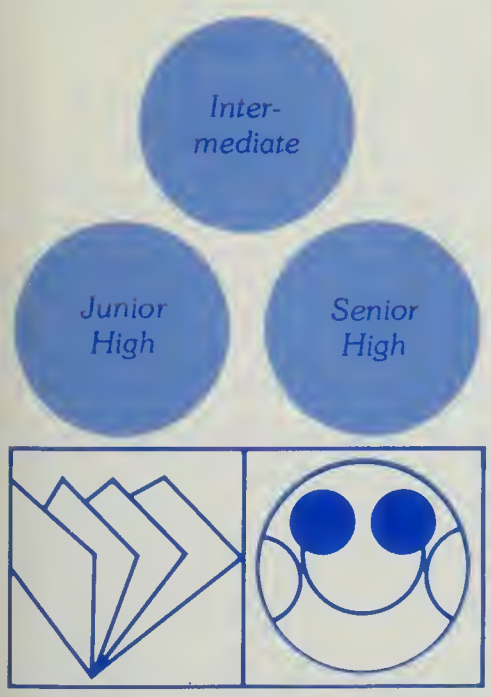
Janet Klineman, Ph.D.
Educational Director
Early Education Programs

Upper School Educational Director's Report

The society carries the obligation to provide the type of educational experience in which every child can and does succeed.
The White House Conference on Children

The past academic year was challenging and exciting in many ways. It can best be described as a period of thoughtful growth and expansion with many innovative programs and projects being initiated in the Upper School.

Three distinct units comprise the Upper School: the non-graded intermediate, junior high school and senior high school. Within each unit specialized programs are offered for less competitive students as well as a more traditional curriculum for cognitively able pupils. All children are viewed as individuals with unique needs. A special plan of instruction is designed for each pupil which includes those courses and therapies necessary for growth.



In order to design an educational plan for the individual student, various programs must be developed, staff cooperation and commitment must be fostered and administrative coordination must be established. During the past year, efforts were made to refine all these aspects of the Upper School operation.

Beginning in September 1977, a special project was started in the intermediate section. This project, known as the transitional program, provided daytime educational and after school recreational activities for 14 multiple handicapped children between the ages of ten and 15. The transitional program is partially funded through Public Law 89-313, Title I monies. Our School has been receiving this revenue since 1969 when a child development project was initiated in the Early Education Building for low-functioning, primary-aged children. However, 1976 was the first year that the Title I project was implemented in the Upper School.

The transitional program was not the only change in the intermediate area. Grades four, five and six were reorganized into a non-graded intermediate cluster. Children were grouped heterogeneously in homerooms for socialization. Likewise, they were regrouped for academic subjects into developmental groups where children with like abilities could learn together in more homogeneous class settings.

Perhaps the most exciting new venture has been the institution of the work experience program. There are three distinct aspects: student training in a simulated workshop for children who need specific instruction in skills appropriate for community workshop employment, on-campus work placement and off-campus employment in both the volunteer and salaried capacity. Under the direction of William Kegg, 27 children gained experience in simulated workshop classes, 22 pupils worked in various on-campus situations and 17 students moved off-campus and were introduced to various community work places. Unemployment and underemployment have been persistent problems for the blind. It is my hope that through realistic job training for school children, and by informing business and industry of the productivity of blind employees, that the chronic problem of lack of employment opportunities will be lessened.

This past spring a survey of alumni from the classes 1971-75 was conducted. The purpose of the survey was to collect information regarding graduate impressions con-

cerning the relationship and relevance of their school program to their post-secondary successes. Ian Stewart directed a team of five faculty members who, on a part-time basis, personally interviewed 82 per cent of the graduates. Information gathered through the survey is now being analyzed. On the basis of research findings, programs and supportive services may be altered if change is indicated.

Growth and expansion were not limited to program development. The staff was increased to include a full time physical therapist and an occupational therapist. The therapists not only provided direct services to physically involved children, but worked closely with instructional staff in order to coordinate a child's motor development program.

Because dialogue among staff is vital, a motor development team was established. Headed by the Coordinator of Orientation and Mobility, Gerald Kitzhoffer, the team, made up of representatives from physical therapy, occupational therapy, physical education, techniques of daily living, aquatics, optometry and orientation and mobility, reviewed the motor development progress of individual students on a regular basis. Through utilization of their combined backgrounds, the motor development team coordinated specialized services for many of our children

Professional growth is a goal for all educators. In helping staff work toward this end, a number of in-service seminars and activities were held during the year. The combined Early Education Building and Upper School staffs listened to Dr. Rex Speers, psychiatrist, discuss child development. Also highlighting the in-service programs were Dr. Anne Taylor from Carnegie-Mellon University and Dr. Mary W. Moore of the University of Pittsburgh. Small group meetings of teachers were held on an ongoing basis throughout the year. All staff development sessions were structured around the theme of self-evaluation. Only through this process of reflecting on the strengths and weaknesses of performance, can professional skills be upgraded and expanded to their fullest.

Evaluation was not limited to internal reflection alone. In the spring of 1977, the State Department of Education evaluated our entire program. A close working relationship between the Department of Education and the School helps to ensure that educational growth and expansion is in keeping with the needs of visually handicapped children in the western half of the Commonwealth. Each year our special activities seem to grow. To a large extent extra curricular activities are planned and executed because of the imagination of staff who think beyond the parameters of a classroom in making learning and the total school experience exciting and real to students. Young children enjoyed the talents of the cast of the Imaginarium from Carnegie Institute. Older children attended the Job Fair for the Handicapped in order to become acquainted with local business and industry. Our choir gave a total of 15 off-campus performances including caroling in downtown Pittsburgh during the Christmas season. Not all special events occurred off campus. Mrs. Joan Mondale, wife of the Vice President, visited with us during the fall presidential campaign. Mrs. Mondale answered student questions in an assembly program, toured the School and observed children learning about electoral politics.

Individual students had interesting experiences. Brenda Loughrey and Tom Hesley were interviewed on a local television show, "Exactly What." Jim Homme and Eddie Friedenberger performed, as invited guests, at "A Very Special Arts Festival" in Harrisburg. Student artists displayed their creations at School and in the community.

Some unique and exciting educational aids were introduced to the students this year. The mathematics teachers, in addition to print calculators, used the speech output or "talking" calculator for instruction. Several of our students

were also introduced to the Sonicguide, a mobility aid which uses reflected ultrasound to present environmental information to the user.

The year past certainly was a time of growth and expansion. However, the next phase of development seems to be equally challenging . . . a time for consolidation. Public Law 94-142, The Education for All Handicapped Children Act, requires that a precise educational plan be written for each handicapped child in the United States. While the impact of this legislation will not be realized fully until the fall of 1978, our instructors are currently working to construct, for each student, the best possible educational plan based on the diagnosed needs of the child.

Program and staff and growth and expansion are not ends in themselves; but, are only a means of ensuring that the Western Pennsylvania School for Blind Children continues in its long tradition of providing visually handicapped children with a quality of educational experience which is attuned to the times and in motion with the needs of the community. With this thought in mind, we look forward to the coming of the next academic year.

Respectfully submitted,

Janet Simon

Janet Simon, M.Ed.
Educational Director
Upper School

Health Center

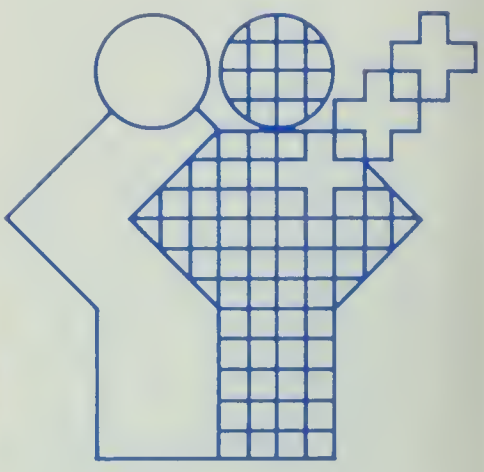
To provide for the maximum welfare of our students the School relies on comprehensive health services which buttress the efforts of our educational program. Because of the School's excellent location — in one of the largest university-hospital complexes in the United States — we are able to provide our children with the finest possible medical care

Nearly 800 clinic visits are made yearly to the Developmental Clinic of Children's Hospital, Children's Speech, Endocrine, Tumor, Dental, Neurology, Dermatology and Orthopedic Clinics, the University of Pittsburgh's Dental Clinic, the Audiology Department and Pediatric Eye Clinic of Eye and Ear Hospital, Falk Clinic, the Pittsburgh Child Guidance Center and Western Psychiatric Institute and Clinic

Some of the fine professionals who constantly evaluate our children's health are those pictured here.

Ms Sandra McCloskey, Chief Physical Therapist at Children's Hospital and an Orientation and Mobility specialist, provides physical therapy on a regular three-day per-week basis. In addition to providing prescription therapy, she serves as a consultant for students with motor problems. Ms McCloskey also makes recommendations to our Physical Education Department so that follow up exercises may be given in class

Dr David A Hiles, Chief of Ophthalmology at Children's Hospital and Director of the Pediatric Ophthalmology Clinic of the University of Pittsburgh's School of Medicine, is the School's ophthalmologist. In an effort to save or improve the sight of those students with residual vision, examinations are given annually Some of our students are then referred to the Falk Low Vision Aid Clinic to explore the possibility of using refractive lenses.



Dr Richard W Moriarty, staff physician at Children's Hospital, is the School's physician He is responsible for the overall direction of the Health Center and is instrumental in establishing referral channels to the various community agencies when the situation of the student merits additional medical expertise With the capable assistance of School nurses, he provides annual examinations, administers tuberculin tests and handles all accidents and illnesses

During the past year, Dr. Paul Freeman, along with supervised optometric interns from the Pennsylvania College of Optometry, worked closely with students who demonstrated possibilities for low vision correction. The students were evaluated for low vision aids for both close work and for the possibility of improving distance vision.

Since the ability to hear well is crucial for blind children for communicative and mobility purposes the School, through Eye and Ear Hospital, provides for complete audiologic services. Miss Laura Lum, Clinical Audiologist at Eye and Ear Hospital is shown screening a student. If any student fails the initial screening, a referral for further testing is made.

Twenty-six of our students have speech problems requiring therapy. Dr. Larry Bloom of the Speech Department at Children's Hospital heads up a speech therapy program which makes every effort to improve the students' speaking ability.

Dr. Mary Clark, Director of Physical Medicine and Orthopedic Surgeon at Children's Hospital, evaluates all of our children with orthopedic problems and directs our physical therapy program. Dr. Clark has done corrective surgery on several of our students which has resulted in their improved mobility and overall functioning.

Because many of our students have multiple problems in addition to their visual handicap, they are in need of early physiological assessments, psychological evaluations and ongoing, comprehensive medical attention. We are fortunate in having Dr. Jane Breck, Director of the Developmental Clinic of Children's Hospital, to coordinate the diagnostic and medical services of the Clinic — insuring the finest possible care for our young students without duplication of services.

Healthy emotional growth is of paramount importance for all of our students. Our consultant, Dr. William H. Marchl, Child and Adolescent Psychiatrist, visits the School on a two-day-per-week basis to evaluate children and provide counseling. His efforts significantly help insure the finest possible emotional milieu for our students. His fine sensitive approach and deep professional understanding have been of great assistance to students, parents and staff alike.

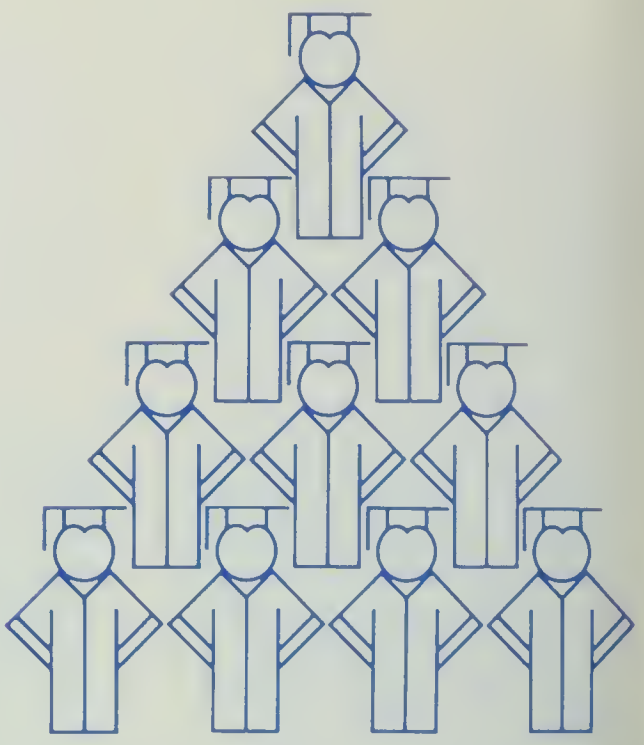
Dr. Donald L. Levine gives faithful care and attention to the dental needs of our students through weekly visits to the School's fully equipped dental clinic. Over the course of each year he examines all students and makes recommendations for corrective dentistry. Students with extensive dental problems are referred to their personal practitioners or, if the need exists, to Children's Hospital Dental Clinic or the University of Pittsburgh's School of Dental Medicine.

Senior Class of 1977

Richard Gerald Parker
President
Edward Friedenberger, Jr
Vice President
Bonnie Jean Franklin
Secretary
James David Homme, Jr.
Treasurer

James Bratcher
Academic

Craig Allen Burdick
Academic
Lock/Key Club, 1973-76
Drama Club, 1973-76
Boy Scouts, 1973-76
Alton G. Kloss Spelling Award, 1976-77



Future plans: *Duquesne University, University of Pittsburgh, X-ray Technician, Sheltered Workshop, Vocational Training, Duquesne University, Carpenter's Assistant, Thiel College, Duquesne University, Point Park College.*

Margaret Jean Butler
Academic
Lock/Key Club, 1976-77
Drama Club, 1975-77
Illuminator, 1973-75
Alton G. Kloss Spelling Award, 1975-76
Honor Roll—8 Quarters

Bonnie Jean Franklin
General
Lock/Key Club, 1973-75
Concert Choir, 1972-77
Girls' Ensemble, 1972-77
Pride Band, 1972-77
Illuminator, 1975-76
Honor Roll—6 Quarters

Edward Friedenberger, Jr.
Academic
Lock/Key Club, 1973-77,
Vice President, 1975-76
Ham Radio Club, 1973-74
Concert Choir, 1973-77,
Boys' Ensemble, 1975-77
Pride Band, 1973-77,
Jazz Ensemble, 1973-77
Boy Scouts, 1973-75
Honor Roll—9 Quarters

James David Homme, Jr.
Academic
Lock/Key Club, 1973-77,
President, 1973-76,
Secretary, 1976-77
Drama Club, 1974-77
Concert Choir, 1973-77,
Boys' Ensemble, 1975-77
Pride Band, 1973-77
Jazz Ensemble, 1973-76
Illuminator, 1974-75
Honor Roll—14 Quarters

James Kauffman
General
Lock/Key Club, 1973-74
Concert Choir, 1973-75
Pride Band, 1973-77,
Jazz Ensemble, 1973-74

Kathleen Ann Laslavic
General
Lock/Key Club, 1973-74

Arthur E. Long, Jr.
Certificate
Concert Choir, 1975-77

Richard Gerald Parker
Academic
Lock/Key Club, 1973-75
Drama Club, 1974-77
Concert Choir, 1973-77,
Boys' Ensemble, 1975-77
Pride Band, 1973-77,
Jazz Ensemble, 1973-75
Alton G. Kloss Spelling
Award, 1974-75
Honor Roll—12 Quarters

Staff

Administrative Personnel

Alton G. Kloss, Ed.D.
Superintendent

Robert K. Hughes, M.A.
Associate Administrator
Director of Admissions
Administrator, Early Education Building

Janet Klineman, Ph.D.
Educational Director
Early Education Programs

Janet Simon, M.Ed.
Educational Director
Upper School

Teachers

Susan Aach, B.A.
Expressive Arts
Irene Bender, B.S.
Expressive Music
Norma Bitar, M.Ed.
Transitional Classroom
Charles Braem, M.Ed.
Woodworking
Geraldine Caputo, B.S.
Health, Physical Education
William Connelly
Piano Tuning
Victoria Davies
Guitar
Elizabeth DePiero, M.A.
Eighth Grade
Dorothy DeStefano, B.S.
Piano, Band Director, Instruments
Nicholas DeVito, B.S.
Eighth Grade
Russell Dobish, B.S.
Physical Education
Ellen Dotts, M.S.
Pre-Primary Program
Robert Dougherty, B.A.
Non-Graded Primary Program
Norma Duda, M.Ed.
Non-Graded Intermediate Program
Margaret Durcan, M.Litt.
Secondary English
Jane Erin, M.Ed.
Non-Graded Primary
Margaret Esch, M.A.
Optacon
Anthony Evancic, M.S.
Languages, Mathematics
Mary Lou Foster, B.S.
Business Education
David Frankowski, B.S.
Evaluation and Development Center
Eleanor Gutnick, M.Ed.
Food Preparation
Thomas Greaser, B.S.
Horticulture

James Kolesar, B.S.
Electronics
Ramona Manning, B.S.
Nursery-Kindergarten
Cynthia Marino, M.Ed.
Deaf-Blind Classroom
Sharon Martin, B.S.Ed.
Transitional Classroom
Gillian Meieran, M.Ed.
Seventh Grade
Carol Norrish, M.S.Ed.
Personal Grooming, Eating Skills, Techniques of Daily Living, Child Care
Dominic Novorolsky
Sheet Metal, Power Mechanics, Home Maintenance and Repair
Edward Ozimek, B.S.
High School Ungraded
Denise Pascuzzi, M.Ed.
Orientation and Mobility
David Petrovay, M.Ed.
Non-Graded Intermediate Program
Joan Riggs, M.Mus.Ed.
Piano, Organ, Choral Director
Hazel Rometo, B.S.
Non-Graded Primary Program
Pearl Stevens, M.Ed.
Remedial Classroom
Ian Stewart, M.A.
Orientation and Mobility
Marcella Vandenbord, M.Ed.
Non-Graded Intermediate Program
Robert Wagner
Piano Tuning
Joseph Wasserman, M.Ed.
Mathematics, Social Studies
Ruth Watts, B.S.
Creative Arts
Virginia Winfield, M.Ed.
Non-Graded Primary Program

Teacher's Aides

Charles Boalo
Lynn Christie, B.S.
Anna Marie Crelli, B.S.
Maria DiPasquale, B.S.Ed.
Audrey Dobish, B.A.
Leslie Evans
Mark Hertweck
Philagonas Keberly
Anne McAuley
Phyllis McDowell
Becky McGrew, B.A.
Marie Paolicelli, A.A.
Michael Pini, B.A.
Tom Reiber, B.A.
Dianna Reiss, B.S.
Elizabeth Roberson, A.A.
George Schreiber
Edward Stone, B.A.

Child Care Workers

Mary Lynn Butler, A.A.
Casey Cline, A.A.
Carol Connelly, A.A.
Paresh Das, B.A.
Jean Dodge
Richard Dzuibek, A.A.
Laverne Flenory
Ellen Frauenheim, A.A.
Mary Gallagher, B.S.
Donna Glass, B.S.
Susan Harm, A.A.
Richard Kelly, B.S.
Jeanne Lynn, A.A.
Richard McGann
Felice Miller, B.A.
Jacob Myers, B.S.
Debbie Redshaw, B.S.
Pam Reynolds, B.A.
Peggy Ross, A.A.
Sharon Ross, B.S.
Ralph Santoliquido, B.A.
Nira Schwartz, B.A.
Elaine Weiss, A.A.
Sharon Wolfe
Rita Zweig, A.A.
Barbara Zygowski, A.A.

Houseparents

Peggy Beck
Martha Collier
Matilda Erath
William Erath
Julia Finney
Frances Ivanco
Eva Johnson
John Keys
Violet Nicholson
Roger Rossiter, B.A.
Donald Rotthoff, A.A.
Gerry St.Denis

Educational Services

Gina Adams, M.Ed.
Speech Therapist
Charles Boalo
Coordinator, Recreation Program
Samuel DePiero, M.L.S.
Librarian
Hollis Kazdan, M.S.
Off-Campus Teacher, Early Intervention Program
William Kegg, M.S.Ed.
Coordinator, Work Studies Program
Edward Ozimek, B.S.
Coordinator, Extended Day Program
Joyce Teese, M.Ed.
Coordinator, Student Services
Carol Wiegle, M.A.
Coordinator/Teacher Deaf-Blind Program

Health Services

Claire Blair, R.N.
Nurse, Main Building
Larry Bloom, Ph.D.
Speech Pathologist
Richard Brant, M.Ed.
Psychologist
Jane Breck, M.D.
Physician
Mary Clark, M.D.
Orthopedic Surgeon
Joyce Flora, O.T.R.
Occupational Therapist
Paul Freeman, O.D.
Optometrist
Valerie Henigin, L.P.T.
Physical Therapist
David Hiles, M.D.
Ophthalmologist
Haskell Hollander, M.S.W.
Psychiatric Social Worker
Donald Levine, D.D.S.
Dental Surgeon
Laura Lum, M.S.
Clinical Audiologist
William Marchl, M.D.
Psychiatrist
Sandra McCloskey, M.A., L.P.T.
Physical Therapist
Richard Moriarity, M.D.
Physician
Annetta Tanious, L.P.N.
Nurse, Main Building
Anne Useller, L.P.N.
Nurse, Early Education Building
Anna Woody, L.P.N.
Nurse, Early Education Building

Buildings and Grounds

Eugene Kimmick
Supervisor

Household Affairs

Mario Stoffiere
Food Manager
Martha Selchan
Executive Housekeeper
Harriet Mroczka
Linen Supervisor, Relief Housekeeper

Office Staff

Virginia Kloss
Purchasing Agent, Business Officer
Michael Shedlock
Financial Officer
Carol Joy
Bookkeeper
Judith McNamara
Secretary to Accounting Office
Amy Stone
Secretary to the Superintendent
Maureen Welsh
Secretary to the Associate Administrator
Mary Hughes
Secretary to the Educational Director, Upper School
Pamela Denk
Secretary to the Educational Director, Early Education Building
Maria Gingery
Early Education Building Secretary
Kathryn Jeffers
Receptionist
James Davis
Evening Receptionist

Development and Community Relations

Darlene Maier
Director
Dolly Falkowski
Assistant Director

Students

Akers, Robert/Monroeville/*Allegheny*
Allen, Lennox/Pittsburgh/*Allegheny*
Angert, Robert/St. Boniface/*Cambria*
Antonucci, Joseph/Aliquippa/*Beaver*
Bailey, William/Pittsburgh/*Allegheny*
Barr, Misty/Verona/*Allegheny*
Bayer, Michael/Sharon/*Mercer*
Boehm, Robert/Pittsburgh/*Allegheny*
Bolt, Raymond/Arnold/*Westmoreland*
Boughter, Albert Lee/Laurel/*Lawrence*
Bower, Kenneth/Lock Haven/*Clinton*
Bratcher, James/Pittsburgh/*Allegheny*
Brown, Samantha/Bald Eagle/*Centre*
Buono, Deborah/Strattanville/*Clarion*
Burdick, Craig/Titusville/*Venango*
Bush, Daryl/Iroquois/*Erie*
Butler, Margaret/Manor/*Westmoreland*
Campbell, Paul/Tyrone/*Blair*
Capouellez, Randy/Altoona/*Blair*
Carter, Rochelle/Pittsburgh/*Allegheny*
Chadbolt, Jacqueline/New Castle/*Lawrence*
Coates, Tonyu/Pittsburgh/*Allegheny*
Colantino, Christian/Greensburg/*Westmoreland*
Colantino, James/Greensburg/*Westmoreland*
Coles, Everett/Pittsburgh/*Allegheny*
Corey, Joshua/Pittsburgh/*Allegheny*
Cramer, James/Mt. Pleasant/*Westmoreland*
Criner, Christopher/Jeannette/*Westmoreland*
Crow, Fern/Washington/*Washington*
Crum, Theodore/Johnstown/*Cambria*
Cuneen, Anthony/Eighty-Four/*Washington*
Czarnecki, David/Langeloth/*Washington*
Daugherty, David/Strattanville/*Clarion*
Davenport, Crystal/Pittsburgh/*Allegheny*
DeFoy, Sharon/Erie/*Erie*
DeMarco, Ralph/Pittsburgh/*Allegheny*
Demus, Audree/Pittsburgh/*Allegheny*
Diehl, Kevin/Breezewood/*Bedford*
Drayer, Eric/Reynoldsville/*Clearfield*
Dunn, Harry/Pittsburgh/*Allegheny*
Elliott, Dwayne/Pittsburgh/*Allegheny*
Forsythe, Robert/Hopewell/*Beaver*
Franklin, Bonnie/Big Run/*Jefferson*
Frantz, William/Pittsburgh/*Allegheny*
Friedenberger, Edward/Altoona/*Blair*
Galbraith, Ronald/Brookville/*Jefferson*
Gardner, Karen/Sewickley/*Allegheny*
Gentile, Ronald/Pittsburgh/*Allegheny*
Goodling, David/Mt. Union/*Huntingdon*
Gray, Adam/Apollo/*Westmoreland*
Greenlee, William/Rochester Mills/*Indiana*
Griffith, Patricia/New Florence/*Indiana*
Harris, Shannon/Meadville/*Crawford*
Hawkins, Gregory/Penncrest/*Crawford*
Hazelton, Helen/Pittsburgh/*Allegheny*
Heaney, Terrance/New Castle/*Lawrence*
Heath, Ronson/Pittsburgh/*Allegheny*
Herbstritt, Russell/Eldred/*McKean*
Hesley, Thomas/Bellwood/*Blair*
Hill, Annette/Seneca/*Venago*
Hockenberry, Larry/Pleasant Gap/*Centre*
Hockenberry, Rodger/Pleasant Gap/*Centre*
Holecy, Christopher/Shaler/*Allegheny*
Hollabaugh, Steve/Saegerstown/*Crawford*
Homme, James/Scenery Hill/*Washington*
Hoover, Peggy/Karthaus/*Centre*
Houk, Scott/New Castle/*Lawrence*
Huntingdon, Rickey/Dubois/*Clearfield*
Irwin, Tina/General McLane/*Erie*
Jesse, Allan/Bedford/*Bedford*
Johnson, Roderick/Brownsville/*Fayette*
Johnson, Susan/DuBois/*Clearfield*
Kamp, Becky/Confluence/*Fayette*
Kauffman, James/Washington/*Washington*
Kelly, James/Pittsburgh/*Allegheny*
Kershaw, Omar/Monongahela/*Washington*
Koch, Gregory/Richland/*Cambria*
Kostic, Todd/East Pittsburgh/*Allegheny*
Krepelka, Jane/Berlin/*Somerset*
Kummer, Wesley/Butler/*Butler*
Lang, Conrad/Saxonburg/*Butler*
Larson, Carl/Chicora/*Butler*
Laslavic, Kathleen/Pittsburgh/*Allegheny*
Leone, Racquel/East McKeesport/*Allegheny*

Lewis, John/Erie/*Erie*
Lewis, Lynette/Pittsburgh/*Allegheny*
Little, Adam/Pittsburgh/*Allegheny*
Long, Arthur/McKeesport/*Allegheny*
Lorenz, Bobbie/Titusville/*Venango*
Loughner, Marcy/Ben Avon/*Allegheny*
Loughrey, Brenda/Kittanning/*Armstrong*
Mahoney, Lawrence/Pittsburgh/*Allegheny*
Majesky, Jody/Marianna/*Washington*
Mann, Steven/Slippery Rock/*Butler*
Martin, Christopher/Vanderbilt/*Fayette*
Martz, Sherri/Brookville/*Jefferson*
McElwain, Randy/Tyrone/*Blair*
McGregor, Lucinda/Altoona/*Blair*
Mielcusny, James/New Castle/*Lawrence*
Miller, Larry/Johnstown/*Cambria*
Mitchell, Erica/Pittsburgh/*Allegheny*
Morrow, Cynthia/Jeannette/*Westmoreland*
Murdy, Joseph Ray/West Mifflin/*Allegheny*
Murphy, Zetta/Pittsburgh/*Allegheny*
Myers, Paul/Kittanning/*Armstrong*
Nicholson, Rodney/Luthersburg/*Clearfield*
Norris, Eric/Pittsburgh/*Allegheny*
Novelli, Roger/Sharpsville/*Mercer*
Opaliski, Thomas/Grampian/*Clearfield*
Osborne, Robert/Lake City/*Erie*
Parker, Richard/Midland Heights/*Beaver*
Paul, Dale/Meyersdale/*Somerset*
Pawlowski, Jennifer/Pittsburgh/*Allegheny*
Pennington, Julie/Johnsonburg/*Elk*
Phillippi, Amy/Zelienople/*Butler*
Piscar, Gina/Luxor/*Westmoreland*
Poling, Brian/Punxsutawney/*Jefferson*
Polm, Kenneth/Kennerdale/*Venango*
Puccinelli, Dina/Eldred/*McKean*
Reese, Evan/Tyrone/*Blair*
Rhoades, James/Pittsburgh/*Allegheny*
Ribar, Monica/Plum Borough/*Allegheny*
Rice, Donna/Johnstown/*Cambria*
Richardson, Amy/McKeesport/*Allegheny*
Ringley, Lyle/Harrisburg/*Dauphin*
Robertson, Mary Louise/Charleroi/*Washington*
Robertson, Vincent/North Charleroi/*Washington*
Rudnicki, Laura/Rochester/*Beaver*
Sager, Edward/New Castle/*Lawrence*
Salsgiver, Marc/Canonsburg/*Washington*
Scarpa, Shane/Hempfield/*Westmoreland*
Schmitt, Michael/Turtle Creek/*Allegheny*
Schmitz, Eric/Pittsburgh/*Allegheny*
Scott, Gregory/Pittsburgh/*Allegheny*
Shearer, Patricia/Keystone/*Clinton*
Shelton, Randi Jane/Pittsburgh/*Allegheny*
Skok, Martin/Tarentum/*Allegheny*
Smith, Yvonne/Farrell/*Mercer*
Smitley, Jeffrey/Mt. Pleasant/*Westmoreland*
Spencer, Gloria/Monessen/*Westmoreland*
Starkey, Daniel/Pittsburgh/*Allegheny*
Starkey, Franklin Jeffrey/Pittsburgh/*Allegheny*
Stecz, Michael/Pittsburgh/*Allegheny*
Steinberg, Bryan/Titusville/*Venango*
Stemmler, Nancy/Latrobe/*Westmoreland*
Stibrik, Richard/Murrysville/*Westmoreland*
Stiggers, Brian/Pittsburgh/*Allegheny*
Stiles, Marjorie/Clymer/*Indiana*
Stitt, Freddricka/Pittsburgh/*Allegheny*
Strong, Christina/Braddock/*Allegheny*
Swiantek, Tammi/Pittsburgh/*Allegheny*
Thompson, Eric/Pittsburgh/*Allegheny*
Tokar, Sylvia/Ellsworth/*Washington*
Tominello, Dina/Pitcairn/*Allegheny*
Trzeciak, Lauren/New Kensington/*Westmoreland*
Tuszynski, Kenneth/Erie/*Erie*
Twyford, Darla/Aliquippa/*Beaver*
Van Wright, Nina/Harrisburg/*Dauphin*
Ventura, Beth Ann/Butler/*Butler*
Wagoner, Samuel/East Springfield/*Erie*
Walker, Timothy/McKeesport/*Allegheny*
Weems, Terrye/Homestead/*Allegheny*
Weyant, Debra/East Freedom/*Blair*
Willis, Dondi/Library/*Allegheny*
Wolbert, Joseph/Snydersburg/*Clarion*
Young, Fred/Indiana/*Indiana*
Zilen, Cindy/Jeannette/*Westmoreland*
Zilen, Robert/Jeannette/*Westmoreland*

The Western Pennsylvania School For Blind Children

Officers and Directors 1976-77

Officers

Peter Denby
President
Frank Brooks Robinson
Vice President
J. Mabon Childs
Vice President
Marcus Aaron II
Secretary
Howard G. Womsley
Treasurer
Alton G. Kloss, Ed.D.
Assistant Secretary

Directors

George N. Beckwith
Mrs. Thomas P. Eddy
John G. Johnson
Ezekiel S. Ketchum
Putnam B. McDowell
Mrs. Milton Michaels
Richard H. Semple, Jr.
Eugene S. Spence
Mrs. James M. Walton
William H. Woodwell

Honorary Directors

*Paul G. Benedum
D. D. Lessenberry
W. A. Turner

Board of Corporators 1976-77

James S. Beckwith III
Mrs. John Berdan
Mrs. F. G. Blackburn
Mrs. James M. Bovard
Henry Chalfant, Jr.
Mrs. Harvey Childs
Mrs. William J. Connelly
George L. Craig, Jr.
George S. Ebbert, Jr.
Miss Evelyn F. Evans
Sigo Falk
Robert D. Ferguson
W. D. George, Jr.
Mrs. George R. Gibbons
Herbert L. Grau
R. D. Kyser
George D. Lockhart
Watson C. Marshall
Mrs. Cordelia Scaife May
*Murray F. McCaslin, M.D.
*Howard H. McClintic, Jr.
Richard P. Mellon
Raymond F. Moreland
Mrs. Edward Pitcairn
Marion L. Oliver
Cleveland D. Rea
Mrs. Gretchen V. Schoonmaker
Arthur M. Scully, Jr.
Mrs. Charles L. Snowdon, Jr.
Charles L. Snowdon, Jr.
Leonard C. Staisey
Charles P. Stewart, Jr.
Irving L. Stutz, M.D.
Mrs. C. Zook Sutton
James M. Walton
Mrs. William K. Whiteford
Arthur P. Woolfolk

*Deceased

Financial Report

Main Lafrentz & Co.
certified public accountants

FOUR GATEWAY CENTER
PITTSBURGH, PENNSYLVANIA 15222
412 281 8000

The Board of Directors
Western Pennsylvania School
for Blind Children

We have examined the balance sheet of Western Pennsylvania School for Blind Children as of June 30, 1977 and 1976 and the related statements of revenues and expenses and other changes, School Operating Fund and General Purpose Fund, and changes in fund balances for the years then ended. Our examinations were made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, such financial statements present fairly the financial position of Western Pennsylvania School for Blind Children at June 30, 1977 and 1976 and the results of its operations for the years then ended, in conformity with generally accepted accounting principles applied on a consistent basis.

Pittsburgh, Pennsylvania
August 26, 1977

Main Lafrentz & Co.

Western Pennsylvania School for Blind Children

Balance Sheet
June 30, 1977 and 1976

ASSETS	1977	1976
School Operating Fund		
Cash	$ 99,566	$ 57,169
Accounts receivable		261,233
Commonwealth of Pennsylvania appropriations	2,366	58,344
Miscellaneous	2,366	319,577
	4,872	5,564
Prepaid expenses	358,619	
Due from General Purpose Fund	465,423	382,310
General Purpose Fund		
Cash	104,097	284,017
Short term securities, at cost which approximates market	1,875,000	880,000
Accounts receivable	8,692	15,080
Prepaid expenses	6,422	5,665
Advances to School Operating Fund		162,833
	1,994,211	1,347,595
Specific Purpose Funds		
Cash	4,362	5,666
Accounts receivable	4,118	3,751
Due from Endowment Fund		109,609
Due from General Purpose Fund	437,405	299,694
	445,885	418,720
Endowment Fund		
Investments		
Bonds (market value $1,932,113 and $1,700,752)	1,999,741	1,844,621
Stocks (market value $5,031,698 and $5,343,544)	4,668,247	4,596,541
Mortgage participation	606	688
Common Trust Funds—Pittsburgh National Bank (market value $12,837 and $12,591)	13,639	13,639
Real estate (net of accumulated depreciation of $148,628 and $140,182)	138,842	147,287
Miscellaneous	5	5
Uninvested principal cash	8,697	781
	6,829,777	6,603,562
Due from General Purpose Fund	301,620	133,816
	7,131,397	6,737,378
Plant Fund		
Due from Endowment Fund	1,400,000	1,200,000
Property, plant, and equipment		
Land	150,000	150,000
Plant and equipment	4,209,020	4,195,438
Accumulated depreciation	2,369,154	2,249,184
	1,839,866	1,946,254
Library	35,000	35,000
	2,024,866	2,131,254
Equipment, title held by others, net of depreciation	53,359	63,186
	3,478,225	3,394,440
	$13,515,141*	$12,280,443*

*Includes interfund accounts aggregating $2,497,644 at June 30, 1977 and $1,905,952 at June 30, 1976.

LIABILITIES AND FUND BALANCES	1977	1976
School Operating Fund		
Accounts payable, trade	$ 8,560	$ 45,778
Accrued payroll and expenses and payroll deductions	171,863	173,699
Reserve pending final diposition of Commonwealth of Pennsylvania appropriations	285,000	
Advances from General Purpose Fund		162,833
	465,423	382,310
General Purpose Fund		
Accounts payable		2,828
Due to School Operating Fund	358,619	
Due to Specific Purpose Funds	437,405	299,694
Due to Endowment Fund	301,620	133,816
Fund balance	896,567	911,257
	1,994,211	1,347,595
Specific Purpose Funds		
Accounts payable	123	551
Fund balances		
Students' Fund	762	813
Charles L. Taylor Printing Shop and Library Fund	16,822	15,491
Long Range Planning Fund	17,438	17,438
Other special purpose funds and contributions	410,740	384,427
	445,762	418,169
	445,885	418,720
Endowment Fund		
Due to Plant Fund	1,400,000	1,200,000
Due to Specific Purpose Funds		109,609
Fund balances		
Restricted by donor	57,901	57,901
Designated by Board of Directors	5,524,868	5,369,868
Designated to fund accumulated depreciation on rental properties	148,628	
	5,731,397	5,427,769
	7,131,397	6,737,378
Plant Fund		
Equity of others in equipment	53,359	63,186
Fund balances		
Plant Replacement Fund	1,400,000	1,200,000
Plant Fund	2,024,866	2,131,254
	3,424,866	3,331,254
	3,478,225	3,394,440
	$13,515,141*	$12,280,443*

The accompanying notes are an integral part of these financial statements.

Western Pennsylvania School for Blind Children

Statement of Revenues and Expenses and Other Changes, School Operating Fund

Years Ended June 30, 1977 and 1976

	1977	1976
Revenues		
Commonwealth of Pennsylvania appropriations	$1,998,000	$1,641,978
Provision pending final disposition of Commonwealth of Pennsylvania appropriations	(348,000)	
	1,650,000	1,641,978
Commonwealth of Pennsylvania Nutritional Program	8,507	8,782
Projects for Visually Limited, Multiple Handicapped Children	55,300	42,864
Educational Project for Deaf Blind Children	81,701	54,142
Contributions, textbooks and instructional supplies	12,179	11,871
Contributed food	7,396	1,005
Miscellaneous	8,432	4,057
	1,823,515	1,764,699
Expenses		
Administration	196,623	162,323
Instructional	855,774	723,762
Care of students	173,791	133,622
Operation of plant	329,194	334,100
Fixed charges	354,549	293,737
Food services	162,731	167,106
Student body activities	4,627	6,304
Equipment replacements	17,270	10,779
	2,094,559	1,831,733
Excess of expenses over revenues	(271,044)	(67,034)
Transfer from General Purpose Fund	271,044	67,034
Change in fund balance	$ —0—	$ —0—

The accompanying notes are an integral part of these financial statements

Notes to Financial Statements

Summary of Accounting Policies

Investments—Investments are carried at cost or in the case of securities received by bequest or contribution, at market or estimated values at dates of acquisition, less bond premiums amortized.

Property, plant, and equipment—Property, plant, and equipment are shown at appraised values as of August 31, 1926, less depreciation from average date of foundation; subsequently recorded additions are shown at cost, less depreciation from the first of the year following date of acquisition. Depreciation is computed using the straight line method. The book value of the library represents the estimated investment in school and reference books. All assets are depreciated in the Plant Fund ($123,658) but depreciation on long-lived improvements, buildings, building improvements, and the sprinkler system ($99,156) is charged as an operating cost with an adjustment for such depreciation in the General Purpose Fund. In lieu of recording depreciation of machinery and equipment, furniture and fixtures, and motor vehicles as an operating cost, replacements of such items are recorded as expense.

Equipment, title held by others—During the 1966-68 school years, the school received federal funds from the Commonwealth of Pennsylvania which were to be used for the purchase of equipment under the Elementary and Secondary Education Act of 1965 Title I. The title to this property remains in the name of the state agency until the termination of its useful life. The carrying value of this equipment ($12,774) is to be reduced in the Plant Fund by a depreciation charge of 6.2-3% per year for an estimated life of 15 years.

During the 1972-74 school years, the school received funds from the Richard King Mellon Foundation to be used for the purchase of Optacons, experimental print reading devices for the blind, and related accessories. In accordance with an agreement with the foundation, these devices are to be utilized by the school and may be sold to blind students at a nominal charge. Should the Optacon program be discontinued, the equipment will be either returned to the foundation or transferred to another agency. Depreciation will not be charged for this equipment. The carrying value at June 30, 1977 is $40,585.

Inventories and accrued income from investments—In accordance with the practice of the school, inventories and accrual of income from investments have not been set up on the records. The amounts involved are not material.

Commonwealth of Pennsylvania Appropriations

Under current provisions of the law, the school is to receive reimbursements for tuition and maintenance for blind students and additional reimbursements for special education programs for multihandicapped students.

The appropriations for the 1975-1976 school year have not been resolved and final distributions will not be made until certain litigation instituted by other private schools is settled.

Adjustments of estimated revenues from Commonwealth of Pennsylvania appropriations for 1975-1976 and 1976-1977 school years will be recorded in the year in which settled.

Western Pennsylvania School for Blind Children

Statement of Revenues and Expenses and Other Changes, General Purpose Fund

Years Ended June 30, 1977 and 1976

	1977	1976
Revenues		
Bequests		
Unrestricted	$213,261	$ 167,089
Restricted by donor	1,658	109,609
Contributions	211,590	226,688
Dividends on stocks	162,226	127,810
Interest on bonds, notes, and mortgages	123,455	114,394
Interest on temporary investments	52,117	32,379
Real estate	20,875	21,672
Estates earnings prior to distribution	4,126	109
Income from endowments held by others	39,227	31,729
Other special purpose funds used for operating expenses	37,529	41,089
Miscellaneous	3,920	100
	869,984	872,668
Expenses		
Agents' commission and expense	13,504	12,050
Amortization of bond premium	639	277
Real estate	19,921	26,191
Fund raising and public relations activities	42,735	59,516
Miscellaneous	106	130
	76,905	98,164
Excess of revenues over expenses	793,079	774,504
Transfers, additions (deductions)		
Depreciation charged to school operations	99,155	99,155
Plant Replacement Fund	(200,000)	(100,000)
Funding of accumulated depreciation on rental properties	(148,628)	
Absorption of School Operating Fund deficit	(271,044)	(67,034)
Restricted bequests transferred to Specific Purpose Funds	(1,659)	(109,609)
Income earned on restricted bequests transferred to Specific Purpose Funds	(4,469)	
Bequests and contributions designated by the Board of Directors		
Endowment Fund	(272,032)	(215,556)
Other special purpose funds, Memorial Fund	(9,092)	(7,152)
	(807,769)	(400,196)
Increase (decrease) in fund balance	$ (14,690)	$374,308

The accompanying notes are an integral part of these financial statements.

Retirement Expense

The school participates in a statewide contributory retirement plan which is managed by the Public School Employees Retirement Board. All full-time and some part-time employees of the school, who are under the age of 60 at time of employment, are eligible. Each eligible employee contributes 5.25% of his or her gross salary to the plan. The school contributes 6.655% of the gross salaries to the plan as its share. The total retirement expense for the years ended June 30, 1977 and 1976 was $86,527 and $62,183, respectively.

Western Pennsylvania School for Blind Children

Statement of Changes In Fund Balances Years Ended June 30, 1977 and 1976

			Specific Purpose Funds			
	School Operating Fund	General Purpose Fund	Students' Fund	Charles L. Taylor Printing Shop and Library Fund	Long Range Planning Fund	
Additions						
Revenues	$1,823,515	$869,984				
Restricted contributions						
Restricted income from special purpose trust funds				$ 1,331		
Deposits for student activities			$3,860			
Miscellaneous receipts						
	1,823,515	869,984	3,860	1,331		
Deductions						
Expenses	2,093,859	76,905				
Fixed assets contributed	700					
Funds used for designated operating expenses						
Payments for student activities			3,911			
Loss on sale of investments (net)						
Depreciation of furniture and fixtures, machinery and equipment, and vehicles						
	2,094,559	76,905	3,911			
Transfers, additions (deductions)						
Absorption of School Operating Fund deficit	271,044	(271,044)				
Bequests restricted to Specific Purpose Funds		(1,659)				
Bequests and contributions designated by the Board of Directors		(281,124)				
Plant Replacement Fund		(200,000)				
Depreciation of land improvements, buildings, building improvements, and sprinkler system		99,155				
Fixed assets acquired						
Income earned on bequests restricted to Specific Purpose Funds		(4,469)				
Funding of accumulated depreciation on rental properties		148,628				
	271,044	(807,769)				
Increase (decrease) in fund balances	$	(14,690)	(51)	1,331		
Balance, July 1, 1976		411,257	813	15,491	$17,438	
Balance, June 30, 1977		$396,567	$ 762	$16,822	$17,438	

1977					
	Endowment Fund			Plant Fund	
Other Special Purpose Funds and Contributions	Restricted by Donor	Designated by Board of Directors	Designated to Fund Accumulated Depreciation on Rental Properties	Plant Replacement Fund	Plant Fund
$ 34,975					
13,890					
14,347					
63,212					
					$ (700)
31,019					
4,530					
		$ 117,032			24,503
35,549		117,032			23,803
1,659					
9,092		272,032			
				$ 200,000	(99,155)
(16,570)					16,570
4,469					
			$148,628		
(1,350)		272,032	148,628	200,000	(82,585)
26,313		155,000	148,628	200,000	(106,388)
384,427	$57,901	5,369,868	—0—	1,200,000	2,131,254
$410,740	$57,901	$5,524,868	$148,628	$1,400,000	$2,024,866

(Continued)

Western Pennsylvania School for Blind Children

Statement of Changes In Fund Balances (Continued) Years Ended June 30, 1977 and 1976

	School Operating Fund	General Purpose Fund	Specific Purpose Funds: Students' Fund	Specific Purpose Funds: Charles L. Taylor Printing Shop and Library Fund	Specific Purpose Funds: Long Range Planning Fund
Additions					
Revenues					
Restricted contributions	$1,764,699	$872,668			
Restricted income from special purpose trust funds					
Deposits for student activities				$ 1,356	
Miscellaneous receipts			$4,724		
	1,764,699	872,668	4,724	1,356	
Deductions					
Expenses					
Funds used for designated operating expenses	1,831,733	98,164			
Payments for student activities				52	
Loss on sale of investments (net)			4,289		
Depreciation of furniture and fixtures, machinery and equipment, and vehicles					
	1,831,733	98,164	4,289	52	
Transfers, additions (deductions)					
Absorption of School Operating Fund deficit	67,034				
Bequests restricted to Specific Purpose Funds		(67,034)			
Bequests and contributions designated by the Board of Directors		(109,609)			
Plant Replacement Fund		(222,708)			
Depreciation of land improvements, buildings, building improvements, and sprinkler system		(100,000)			
Fixed assets acquired		99,155			
Increase (decrease) in fund balances	[illegible]	(408,196)			
Balance, July 1, 1975	[illegible]	[illegible]	435	1,304	
Balance June 30, 1976		[illegible]	378	14,187	$17,438
		[illegible]	$ 813	$15,491	$17,438

The accompanying notes are an integral part of these financial statements

1976

Other Special Purpose Funds and Contributions	Endowment Fund: Restricted by Donor	Endowment Fund: Designated by Board of Directors	Plant Fund: Plant Replacement Fund	Plant Fund: Plant Fund
$ 59,757				
14,211				
5,252				
79,220				
25,219				
7,902				
		$ 47,992		
				$ 23,824
33,121		47,992		23,824
109,609				
7,152	$ 6,706	208,850		
			$ 100,000	
				(99,155)
(10,779)				10,779
105,982	6,706	208,850	100,000	(88,376)
152,081	6,706	160,858	100,000	(112,200)
232,346	51,195	5,209,010	1,100,000	2,243,454
$384,427	$57,901	$5,369,868	$1,200,000	$2,131,254

Bequests

Louis I. Aaron
Louise Adamovitch
Abraham Adelman
Irma N. Agnew
Grace R. Alster
Charlotte Anderson
Rose C. McHugh Anderson
Charles Arbuthnot
Mary C. Armstrong
Joseph A Aronson
Emma L. Arthurs
Raymond Artz
William T. Aurentz
Fannie Rees Ayres
Morris Baer
Utilles Baird
Lucien Graham Bauer
Mary Bayard
Susan Bayard
William H. Bechtold
William G. Beckman
Thompson Bell
J. D. Bernd
Robert N. Bethell
W. S. Bickart
Julius S. Bickert
Emma W Bihler
Sophie Binder
Mary M. Bindley
Myra J. Binsley
Susanna Bischel
Elsie K. Bloom
R. H. Boggs
Conrad H. Bokerman
George P. Bollman
Henry W Borntraeger
Louis Bowers
Jean A. Boyd
Callie Bragdon
Elizabeth J. Brandon
Arthur Braun
Mary E. Bridges
Emma Dale Harrison Broadhurst
Anna Cloyde Brooks
Charles A. Brooks
Grace H Buck
Shirley Budke
[illegible]iam C Bu[illegible]
[illegible]ry Buhl
[illegible]ma V Bu[illegible]
Zi[illegible] B[illegible]

Emma M. Campbell
Julia Carson
Rose A. Choffin
Marie E. Clark
Ella May Clarke
Helen Clarke
Sarah Agnes Clendenning
Carrie Cohen
Charlotte Collison
Katherine Hunter Conroy
Sarah J. Craig
Estelle Wood Crane
Edwin R. Crawford
Alice H. Danahey
Bessie R. Dawson
Harvey Deaktor
Lora M. Deane
Harry D. Deloe
Alexander Dempster
A. J. DeRoy
Alice Devey
Sarah T. Dewsnapp
Susanna Diffenbacher
Jessie J. Domka
J. J. Donnell
Ruth E. Donnell
Paul H. Drees
Lois A. Duer
Elsie G. Duga
Louis S. Duncan
Mary I Dunne
Thomas N Dunne
Mary E Earl
Eliza T Edwards
E Marguente Erhard
June Y. Enelow
Leonard Enelow
Harry N Englert
Arthur Evans
Olive I. Evans
France A F[illegible]
Rachel A [illegible]
Mar[illegible]
[illegible]

Harry W. Freye
Jacob C. Fry
Thomas B. Frye
Jessie M. Galbraith
Gyla W. Gardiner
Sadie Gerkin
Minnie B. Gerst
Flora M. Gilbert
J. Laird Gillespie
Fannie I. Glass
Alice Morgan Graff
Albert B. Graver
Clara E. Graver
R. D. Gray
Margaret E. Grimpe
Essie Gullett
Charles E. Gundy
Stella H. Guthrie
Anne Halpin
George V. Hamilton
Edith H. Harper
Eliza D. Hartley
Minnie B. Hayden
Charles Hays
Robert E. Hays
R. M Head
Gertrude B Heard
James D Heard
Annie May Hegeman
Oliver S Hershman
H W Hespenheide Jr
Margaret Heyl
Anna A. Hicks
Lewis W Hicks
Wen[illegible]an A Hicks
William W Hicks
Edna P Ho[illegible]
Doro[illegible] B[illegible]
Ja[illegible] H[illegible]
[illegible]

Gertrude Jenny
Fern MacLure Jobe
Agnes M Johnston
Mary Junker
Olive B. Kalar
Rachel Katzenmeyer
G. A. Herman Kauffeld
Elizabeth H Keating
Nell Kennerdell
Annie Given Kerr
Fannie M. King
Willis L. King, Jr
Francis H. Kirker
Samuel Sandor Klein
Arthur A. Kridel
Edith G. Krueger
George W Kummer
Elbert N Kunkle
Florence Barrett Ladd
Ethel LaSalle
Henry A. Laughlin
John M Lee
Elizabeth LeGoullon
Leo Lehman
Myra Love Lermann
Bess McC. Lessenberry
Harold J. Lewis
Laura E. Linke
Ida Lockhart
A Howard Logan
Albert M. Long
Ella Maher
Annie W. Mahood
Emile Majerus
Ida Mann
Julia Marks
S S Marvin
Martha Lockhart Mason
Hugh McAfee
Evaline McBride
Emma M. McCall
Aileen McCullough
Edmund McElwain
Kate G. McFadyen
Jennie King Mellon
Sarah Mendelson
Louis A. Mertz
Celia Mervis
Elizabeth K. Metzger
Edith S. Miller
Ella B. Miller

Torrence Miller
Ernestine T. Moenius
Edna Gray Moore
Thomas B. Moreland
Edith B. Morse
Wilfrid Murtland
Nellie A. Myers
Mary F. Nelson
John Nesuta
Rose Neumann
Emma Nickel
Joseph Nicklin
Ida J. Niemann
Howard A. Noble
J. Henry O'Neill
M. Oppenheimer
Christopher L. Painter
Jacob Painter, Jr.
Alex H. Patterson
Jacob W. Paul
Margaret S. Paul
John P. Penny
George Pfeil
Charles J. Phillips
Karl A. Pillow
Henry Kirke Porter
John Porterfield
Amelia C. Proft
John R. Ranson
Mary E. Rieck
Matilda A. Rieger
Hilda S. Rieland
Joseph G. Robinson
Martha J. Robinson
Charles J. Rosenbloom
Freda Rosenblum
Helen M. Santillo
Frank C. Sauer
Loretta Sauer
Millie C. Schafer
William E. Schafer
Mary E. Schenley
Fred Schiller
Lucy Ames Schmitz
James M. Schoonmak[illegible]
Rebekah C. Schoonn[illegible]
Simon Schreiber
Wilhelmine Schreiber
Charles E. Schuetz
Charles H. Schultz
Paul H. Schweizer
John B. Scott
Issac Seder
Samuel Lloyd Shank
Hyman Shear
Lena Sievwright
Luella M. Simonton
Pearl I. Simpson
Edwin A. Smith
Mrs. George C. Sneathen
H. C. Snyder
Amelia Solomon
Charles H. Spang
Norman Spang
George J. Stanley
Martha S. Stanley
Wilmer T. Starkey
William Steele
Christina F. Steibel
Mary A. Stenger
Ruth Stewart
Ambrose Stiffler
Marie M. Stockdale
Helen M. Stolzenbach
Emily Stoop
George Strasser
Bertha E. Succop
Olive E. Swank
Charles L. Taylor
William Thaw
Pearl L. Thayer
Vesta Thomas
[illegible] Van Buren Thompson
[illegible] N. Thompson
[illegible] Cushing Titus
[illegible] S. Trudal
[illegible] Tustin
[illegible] D. Vaughan
[illegible]th M. Vogeley
[illegible]rina Wagner
[illegible] M. Wahr
[illegible] Walker
[illegible] Wellington
[illegible]th C. Whitehall
[illegible] C. Widman
[illegible]rick E. Wiley
[illegible] Hubbard Williams
[illegible]sh Williams
[illegible]an Windt
[illegible]na C. Wise
Mary B. Wolfe
John M. Yahres
Laura Yost
Margaret Young
Martha Young
Hattie I. Zeigler
Howard G. Ziegler
Agnes L. Zinkand

Bequest Form

For those who wish to make bequests to the School, we suggest the following form:

"I give, devise and bequeath unto the Western Pennsylvania School for Blind Children, located in Pittsburgh, Pennsylvania, the sum of $ to be used as may be determined by the Board of Directors of said school for the general purpose of said school."

Your attorney can assist you in incorporating this bequest in your will or in adding such bequest to your present will

It is becoming increasingly popular to leave bequests through life insurance policies which are paid direct to the institution and do not go through one's estate. The Western Pennsylvania School for Blind Children could be named as a beneficiary under an insurance policy or the policy could be absolutely assigned to the School, as might be desired. For further information on this subject, we refer you to your insurance counselor.

Memorial Fund

In recent years the custom of sending flowers to mark bereavement has given way to that of honoring the deceased through a memorial gift to a favorite charity.

The School for Blind Children has been the recipient of a number of such gifts. However, we have learned that many people who would have liked to make a memorial contribution have not done so because they were unsure of the procedure. For the convenience of those who wish to express their sympathy by such means, we have designed a card which tells the bereaved family, simply and with good taste, that a gift has been made to the School in memory of the deceased.

We are enclosing a business reply envelope for those of you who may wish to make a contribution in memory of a beloved or in honor of a special occasion.

We can think of no higher tribute to a good life than that it be carried forward to illuminate the lives of boys and girls whose only light can come through learning

Postage Will Be Paid by Addressee

No Postage Stamp Necessary If Mailed In the United States

BUSINESS REPLY MAIL
FIRST CLASS PERMIT NO. 7749, PITTSBURGH, PA.

SCHOOL FOR BLIND CHILDREN
Bayard Street at Bellefield Avenue
Pittsburgh, Pennsylvania 15213

General Information

The Western Pennsylvania School for Blind Children provides comprehensive educational programs without charge to legally blind children through the age of 21 who are from the 33 counties of western Pennsylvania. Room and board facilities are also available without charge for the 180-day school year.

Located in the heart of Oakland, Pittsburgh's cultural, hospital/university center, the School has seven buildings on its five-acre campus. One of these buildings houses the School's early education programs which provide services ranging from infant stimulation through comprehensive primary level programs.

The Evaluation and Development Center, housed in the Early Education Building, provides a variety of programs for children at pre-primary functioning levels. These programs include early intervention and parental guidance for very young children, therapeutic education for multiple handicapped children with complex learning and behavioral problems and physical and occupational therapy for severely and profoundly handicapped children. Highly specialized programs are also available for low-functioning children with auditory and visual impairments.

In a non-graded primary program children are grouped according to their developmental levels. An individual educational program is written for each child based on his or her unique characteristics. These programs emphasize the educational areas of orientation and mobility, communication, self-care and socialization along with pre-academic and academic areas and expressive arts.

Each child is studied from pre-school on to determine his or her best mode for learning whether it be visual, auditory or tactile. Youngsters with residual vision are taught to maximize their use of vision toward reading large type or regular ink print. Some children learn braille as their written means of communication and learn to utilize low vision as an aid for traveling. Others with no residual vision begin braille readiness and travel training in preschool.

Children who have physically outgrown early education programs or who have completed the primary grades move into the Upper School which is organized into an intermediate, junior high school and senior high school structure. While each student follows a course of studies designed to meet individual needs, academic, vocational and business education courses are offered as well as special classes for low-functioning students. Both high school diplomas and certificates are awarded annually, with high school diploma credits being accepted in colleges and universities throughout the nation. Activities of daily living, mobility training, food preparation, creative and industrial arts, physical education, typewriting and music are all offered as a part of the student's education.

Equally important are the recreational and extended day programs which offer constructive outlets for leisure time.

In addition to the administrative office and teaching staff, the School provides the services of an ophthalmologist, an optometrist, pediatricians, a child psychiatrist, physical therapists, an occupational therapist, an audiologist, a speech pathologist, speech therapists, a dentist, nurses, several psychologists, a student services coordinator, a work-study program coordinator, an extended day program coordinator and a recreation coordinator.

Because of its excellent location, the School can make arrangements for additional paramedical services as needed.

Founded in 1887, the School is a nonprofit corporation, approved for tax-exempt status by the Internal Revenue Service. Independently owned and operated, the School derives its funds from the income of endowments, State support and the vitally necessary contributions from individuals and groups. Visitors are welcome to tour the School. To arrange such a tour, write or call the Office of Development and Community Relations, (412) 621-0100.

The Western Pennsylvania School For Blind Children

Bayard Street at
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Pittsburgh
Pennsylvania
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The Western Pennsylvania School For Blind Children

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